

Document Control	
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## Use of Physical Restraint

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### Introduction

The school is committed to ensuring the safety and well-being of all staff and pupils. A comprehensive Behaviour for Learning Policy, allied with a Care and Consideration (Anti-Bullying) Policy, is in place and the guidelines that follow are written to support staff in ensuring that pupils who exhibit challenging behaviour, whilst unusual, are presented with opportunities to behave appropriately through:

- Positive behaviour management
- Conflict resolution strategies
- Calming strategies
- Anger management solutions

It is essential that all staff regard physical restraint as a last resort to support pupils in times of crisis.

***“Corporal punishment is prohibited for all pupils in Independent Schools”*** – School Standards and Framework Act 1998



Banstead Prep School seeks to implement this policy through adherence to the procedures outlined below. The school is committed to ensuring that the application of this policy is non-discriminatory, in accordance with the UK Equality Act (2010). The policy applies to all members of our school community, including those in our EYFS setting. The policy is reviewed annually by the Senior Leadership Team or as legislation changes and events require.

The policy should read in conjunction with:

- Equal Opportunities Policy
- Behaviour for Learning Policy
- Wellbeing (Pastoral) Policy
- Care and Consideration: Anti-Bullying Policy
- First Aid Policy
- Special Educational Needs and Disabilities Policy
- Safeguarding Policy
- United Learning Staff: Student Relationships letter

### **Intervention Situations**

Physical restraint may be considered as an appropriate response in the following situations:

- Where there is risk of injury to self and/or to others.
- Where there is a risk of significant damage to property.
- Where a pupil is behaving in a way that is compromising good order and discipline.

Staff should only use physical restraint in such circumstances when:

- Taking no action is likely to result in more dangerous consequences than intervening.
- Further significant damage may result.
- Alternative calming and defusing strategies have failed to de-escalate the situation and it is not reasonably practical to attempt further strategies.
- This response is in the paramount interest of the pupil.

### **Authorised Staff**

The 1996 Education Act allows all teachers to use reasonable force to control or restrain pupils.

### **Responsibilities of Staff**

Staff are expected to show the same standard of care as that of a careful parent. Staff, however, are not expected to behave in the same way in a classroom as they would do as parents at home. Staff are expected to discharge their duties in a competent manner and to maintain control and discipline in the classroom and elsewhere. Staff have a duty of care to exercise disciplinary control in order to maintain good order, and safeguard pupils' health and safety. Staff may be deemed negligent if they endanger the physical and emotional well-being of a pupil by failing to maintain order. Staff, however, cannot be expected to foresee every incident, nor are they duty bound to run the risk of personal injury, by intervening where it is not safe so to do.

### Definitions

- **Physical restraint** is the positive application of force in order to protect/prevent a pupil from causing injury to him/herself or others or seriously damaging property. Physical Restraint occurs when a member of staff uses force with the intention of restricting a pupil's movement against their will.
- **Injury** means 'significant injury'; this would include actual or grievous bodily harm, physical or sexual abuse, risking the lives of, or injury to themselves or others, by willful or reckless behaviour and self-poisoning"

### Types of Physical Restraint

The following would be considered acceptable forms of physical restraint.

- The use of physical barriers (e.g. staff's own body, furniture) to restrict movement would be considered restraint.
- Holding a pupil (with due care paid to health and safety – see below) to restraint them from harming themselves or others
- Using force to remove a dangerous implement from a pupil if they appear intent on harming themselves or others with it
- Physically moving a pupil with reasonable force would be considered to involve physical restraint.
- Containing a pupil in a confined space would also be considered a form of physical restraint.

**False Imprisonment** Pupils should **not** be restrained by locking them in a room, or by preventing them from leaving a room or area by physical means (in the case of action against the school, it would be a defence to such an action if it were possible to show that the action was a reasonable response and had been taken in order to, for example, prevent a crime or to ensure the safety of the individuals involved).

Staff must never use physical restraint in a manner that would cause physical harm to the pupil e.g. by obstructing airways, or breaking bones or causing head injury. Physical restraint should not be used where there are known medical conditions that could be exacerbated or triggered by its use e.g. heart or lung conditions, epilepsy, susceptibility to panic attacks, serious skin conditions, injured limbs (e.g. broken leg). This is not an exhaustive list.

### Guidelines for Use of Physical Restraint

Physical restraint must only involve the minimum force necessary to maintain good order and safety. It should only be applied until the pupil is calm. Supportive calming techniques should be used in conjunction with the hold/containment in order to encourage the pupil to calm as quickly as possible (for example, talking calmly and explaining what is happening, why, and when it will end).

Physical restraint should be used to de-escalate potentially dangerous situations. It is a positive strategy to regain control of a pupil who has temporarily lost control of his/herself.

### **Health and Safety**

When using physical restraint, the pupil's health and safety must always be considered and monitored. The following physical functions should be monitored:

- Respiration
- Circulation
- State of consciousness

Physical restraint should be stopped immediately if significant signs of physical distress are seen, such as:

- Sudden change of colour
- Difficulties in breathing
- Vomiting

Physical restraint should not be used where there are known medical concerns.

When using physical restraint, care must be taken not to cause pain. The following guidelines should be followed:

- Avoid pressure on joints
- Ensure a free passage of air through airways
- Avoid pressure on the chest area
- Keep the body in good alignment
- Avoid pressure on arterial pressure points (inside of upper arm, groin, neck)
- Face down holds must not be used

After restraint, an independent member of staff should verbally check with the pupil to ensure there has not been an injury. The Head must be instantly advised of any use of physical restraint.

**Corporal Punishment** is **not** used under any circumstances at Banstead Prep School. This prohibition applies to **all members of staff and volunteers**.

### **Positive Behaviour Management**

Where pupils have exhibited challenging behaviour, it will be expected that they will have a positive behaviour management programme in place. The programme will identify:

- The purpose of the challenging behaviour.
- The triggers leading to / causing the challenging behaviour.
- Teaching targets for more effective behaviours.
- How to adapt the environment to optimise the probability of effective behaviour.
- A programme of positive reinforcement and appropriate sanctions.
- The early warning signs of challenging behaviours.
- Defusing and calming strategies to employ when the early warning signs are exhibited.

Pupils requiring such a programme should be listed on the SEND Register and parents consulted.

### **Reporting and Recording**

In all incidents where physical restraint has been used the following action must occur:

- The Headteacher must be informed.
- The Headteacher must inform parents/carers on the same day as the incident.
- Staff involved must complete a full written record, which should include completion of the Restraint Incident Report Form (see *Forms Section of the Staff Handbook*), as soon as possible.
- A copy should be placed in the file with a further copy being given to the Headteacher.

The written report must cover, as a minimum, the following:

- The name(s) of the pupil(s) involved
- When and where the incident took place
- The name(s) of any other staff or pupils who witnessed the incident
- The reason physical restraint was necessary
- How the incident began and progressed
- The pupil's(s') response and the outcome of the incident
- Details of any injury suffered by the pupil/another pupil/member of staff and any damage to property.


The Headteacher will monitor instances of physical restraint, and their frequency, and review policy and practice if necessary.

### **Complaints**

If parents wish to make a complaint about physical restraint they should complain to the Headteacher. The Headteacher may seek advice from the Governor responsible for Safeguarding and/or the Local Authority Designated Officer.

Allegations about the appropriate or excessive use of force will be dealt with according to the Surrey Safeguarding Partnership Procedures.

**Appendix – Restraint Incident Report Form**

	<p><b>Restraint Incident Report Form</b></p>
<p>Name(s) of the pupil(s) involved:</p>	
<p>When and where the incident took place:</p>	
<p>Name(s) of any other staff or pupils who witnessed the incident:</p>	
<p>Reason physical restraint was necessary:</p>	
<p>How the incident began and progressed:</p>	
<p>Pupil's(s') response and the outcome of the incident:</p>	
<p>Details of any injury suffered by the pupil/another pupil/member of staff and any damage to property:</p>	
<p><b>Actions:</b></p> <p><b>Person responsible for the actions:</b></p>	
<p><b>Signed:</b></p>	